

Student: _____ Date of Birth: _____ SAIS Number: _____

**FORM 2-PA
PHYSICAL ACTIVITY**

**STANDARDS STATUS REPORT
FUNCTIONAL, READINESS, AND FOUNDATIONS LEVELS**

SCORING: Use the Analytic Scoring Tool (AST) to determine the score for each essential skill the student demonstrates. Circle the score obtained in the appropriate column using the designated color for that review date. Items in parentheses are examples to help you frame your professional judgment. Examples are not exhaustive. Scoring is based on the listed examples or other similar tasks noted in the comments section. Teachers should feel free to add any comments to clarify student skills; e.g., how student performs task by drawing, printing, using computer, Braille, or printed word.

STANDARD 1: PHYSICAL ACTIVITY

Students demonstrate proficiency and the achievement of higher order cognitive skills necessary to enhance motor skills.

READINESS (Kindergarten)

Students know and are able to do the following:

STANDARD 1: PHYSICAL ACTIVITY	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
1PA-R1. Demonstrate progress toward the mature form of selected manipulative, locomotor, and non-locomotor skills.					
PO 1. Demonstrate a variety of manipulative skills (e.g., strike, throw, dribble, kick, roll, catch, trap, punt, and volley).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Demonstrate locomotor skills (e.g., walk, run, hop, jump, skip, slide, gallop, and leap).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Demonstrate a variety of non-locomotor skills (e.g., bend, turn, twist, balance, stretch, push, pull, rock, and sway).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

10/01/01

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READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
1PA-R2. Demonstrate mature forms in walking and running.					
PO 1. Demonstrate mature form in walking and running.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
1PA-R3. Identify fundamental movement patterns (e.g., skip and strike).					
PO 1. Recognize movement patterns of manipulative, locomotor, and non-locomotor skills.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
1PA-R4. Establish a beginning movement vocabulary (e.g., personal space, high/low levels, fast/slow speeds, light/heavy weights, balance, twist).					
PO 1. Demonstrate an understanding of movement concepts in physical activity (e.g., space awareness, body awareness, qualities of movement, and relationships).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
1PA-R5. Apply appropriate concepts to performance (e.g., change direction while running).					
PO 1. Perform movement concepts in physical activity: <i>Space awareness:</i> personal space, direction, level, pathways, and planes. <i>Body awareness:</i> shapes, balance, body weight transfer, and flight. <i>Qualities of movement:</i> time, speed, force, and flow. <i>Relationships:</i> among body parts, objects, and people with people.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 1: PHYSICAL ACTIVITY	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
1PA-F1. Demonstrate mature form in all locomotor patterns and selected manipulative and non-locomotor skills.					
PO 1. Perform all eight locomotor skills with mature form (walk, run, hop, jump, skip, slide, gallop, and leap).					
PO 2. Perform four manipulative skills with mature form.					
PO 3. Perform four non-locomotor skills with mature form.					
PO 4. Perform movement skills to a rhythm.					
1PA-F2. Adapt a skill area (e.g., dribbling, passing, dance sequence) to the demands of a game-like situation.					
PO 1. Demonstrate the ability to adapt movement skills to changing environmental conditions and expectations (e.g., partner needs for force production, tossing a ball to a moving partner, rising and sinking while twisting, using different rhythms).					
PO 2. Combine a variety of physical activities (e.g., various travel patterns in relation to music, locomotor, and non-locomotor combinations).					
1PA-F3. Demonstrate beginning skills of a few specialized movement forms.					
PO 1. Dribble and pass a variety of objects to self and around stationary objects (hands, feet, and equipment).					
PO 2. Throw and kick using mature form.					
PO 3. Strike a ball repeatedly with hand or object.					
PO 4. Toss and catch a ball alone or with a partner.					
1PA-F4. Combine movement skills in applied settings.					
PO 1. Demonstrate control in traveling activities, weight bearing, and balance activities on a variety of body parts.					
PO 2. Demonstrate skills of chasing, fleeing, and dodging to avoid others.					

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STANDARDS 1: PHYSICAL ACTIVITY	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
1PA-F5. Apply critical elements to improve performance in fundamental and selected specialized movement skills.					
PO 1. Demonstrate critical elements of a fundamental skill (e.g., throwing, kicking, and striking).					
PO 2. Use concepts of space, effort, and relationships that vary the quality of movement.					
1PA-F6. Use critical elements of fundamental and specialized movement skills to provide feedback to others.					
PO 1. Use feedback to improve personal performance.					
PO 2. Recognize the critical elements of a fundamental movement or skill performed by a fellow student and provides feedback to that student.					
1PA-F7. Apply concepts that impact the quality of increasingly complex movements (e.g., maintaining a wide base of support in a balance activity).					
PO 1. Understand that appropriate practice improves performance (e.g., a ball must be passed in front of a moving player; the lower the center of gravity, the more stable an object).					

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STANDARD 2: PHYSICAL ACTIVITY

Students comprehend basic physical activity principles and concepts that enable them to make decisions, solve problems, and to become self-directed lifelong learners who are informed physical activity consumers.

READINESS (Kindergarten)

Students know and are able to do the following:

STANDARD 2: PHYSICAL ACTIVITY	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
2PA-R1. Identify that physical activity is necessary to build good physical fitness.					
PO 1. Recognize that physical fitness is the ability to work and play with energy to spare.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Identify feelings that result from participation in fitness activities.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
2PA-R2. Identify that there are different parts of physical fitness.					
PO 1. Understand that warm-up activity and cool-down are essential parts of a fitness activity.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
2PA-R3. Identify the different parts of physical fitness.					
PO 1. Demonstrate aerobic, muscular strength, muscular endurance, and flexibility activities.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 2: PHYSICAL ACTIVITY	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
2PA-F1. Identify several activities related to each component of health-related physical fitness.					
PO 1. Identify the components of health-related physical fitness (i.e. cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, body composition).					
PO 2. Identify and demonstrate several activities related to each component of physical fitness.					
2PA-F2. Explain that muscles produce movement and begin to identify muscles.					
PO 1. Name and locate large muscle groups.					
PO 2. Demonstrate activities that utilize specific muscle groups.					
2PA-F3. Demonstrate how to perform physical fitness tests.					
PO 1. Demonstrate correct form when performing physical fitness activities.					

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STANDARD 3: PHYSICAL ACTIVITY

Students exhibit a physically active lifestyle.

FUNCTIONAL (Ages 3-21)

Within the functional context of home, school, work, and community environments, students know and are able to do the following:

STANDARD 3: PHYSICAL ACTIVITY	Comments	Emergent	Supported	Functional	Independent
FUNCTIONAL (Ages 3-21)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
3PA-FS1. Identify and participate in age-appropriate leisure activities.					
PO 1. Engage in passive leisure activities individually or with others (e.g., listen to music; watch television; go to the library, movies, performances, spectator sports, or events).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Engage in active leisure activities individually or with others (e.g., games, sports, exercise, and hobbies).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Use recreational facilities (e.g., arcades, parks, recreation centers, and fitness clubs).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 3: PHYSICAL ACTIVITY	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
3PA-R1. Engage in moderate to vigorous physical activity.					
PO 1. Participate regularly in moderate to vigorous physical activity.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Participate in gross motor activity of a moderate to vigorous nature.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
3PA-R2. Select and participate in activities that require some physical exertion during personal choice times.					
PO 1. Explain how some physical exertion is good for personal well being.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Participate in a wide variety of activities outside of physical education class.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
3PA-R3. Identify likes and dislikes connected with participation in physical activity.					
PO 1. Recognize that exercise is good for one's health.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 3: PHYSICAL ACTIVITY	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
3PA-F1. Select and participate regularly in physical activities for the purpose of improving skill and health.					
PO 1. Participate regularly in physical activity for the purpose of improving skill performance.					
PO 2. Participate regularly in physical activity for the purpose of developing a healthy lifestyle.					
3PA-F2. Identify the benefits derived from regular physical activity.					
PO 1. Describe health benefits that result from regular and appropriate participation in physical activity.					
PO 2. Identify benefits of at least one activity they regularly participate in.					
3PA-F3. Identify several moderate to vigorous physical activities that provide personal pleasure.					
PO 1. Identify several moderate to vigorous physical activities that provide personal pleasure.					

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STANDARD 4: PHYSICAL ACTIVITY

Students achieve and maintain a health-enhancing level of physical fitness.

READINESS (Kindergarten)

Students know and are able to do the following:

STANDARD 4: PHYSICAL ACTIVITY	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
4PA-R1. Sustain moderate to vigorous physical activity for short periods of time.					
PO 1. Sustain moderate to vigorous physical activity for short periods of time.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
4PA-R2. Identify the physiological signs (e.g., fast heart rate, increased breathing) of moderate physical activity.					
PO 1. Recognize that moderate physical activity increases heart rate and breathing rate.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 4: PHYSICAL ACTIVITY	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
4PA-F1. Accomplish the health-related fitness standards as defined by Fitnessgram.					
PO 1. Identify the components of health-related physical fitness (i.e. cardio-respiratory endurance, muscular strength, muscular endurance, flexibility, body composition).					
PO 2. Identify and demonstrate several activities related to each component of physical fitness.					
4PA-F2. Participate regularly in physical activity for the purpose of improving physical fitness (goal setting).					
PO 1. Engage in appropriate physical activity that results in the improvements of health-related physical fitness.					

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STANDARD 5: PHYSICAL ACTIVITY

Students develop self-initiated behaviors that promote effective personal and social interaction in physical activity settings.

READINESS (Kindergarten)

Students know and are able to do the following:

STANDARD 5: PHYSICAL ACTIVITY	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
5PA-R1. Apply, with teacher reinforcement, classroom rules and procedures and safe practices.					
PO 1. Follow identified rules and procedures.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Work in a group setting without interfering with others.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Handle and care for equipment safely and responsibly.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
5PA-R2. Share space and equipment with others.					
PO 1. Take turns using a piece of equipment.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Participate in physical activity, respecting others' personal space.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 5: PHYSICAL ACTIVITY	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
5PA-F1. Follow, with few reminders, activity-specific rules, procedures, and etiquette.					
PO 1. Respond positively to an occasional reminder about a rule/infraction.					
PO 2. Use expected behaviors in physical activity settings.					
5PA-F2. Utilize safety principles in activity situations.					
PO 1. Stop activity immediately at the signal to do so.					
PO 2. Demonstrate and use equipment safely and responsibly.					
PO 3. Use the rules of physical education on the playground.					
5PA-F3. Work cooperatively and productively with a partner or small group.					
PO 1. Use respect during all physical activity.					
PO 2. Work cooperatively with another to complete an assigned task.					
5PA-F4. Work independently and on-task for short periods of time.					
PO 1. Demonstrate specific teacher-directed skills until signal is given to end task.					
PO 2. Demonstrate the ability to share equipment with other students before repeating a turn.					
5PA-F5. Interact with peers while participating in group activities.					
PO 1. Treat others with respect during physical activity.					
PO 2. Resolve conflict in socially acceptable ways.					

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STANDARD 6: PHYSICAL ACTIVITY

Students demonstrate understanding and respect for differences among people in physical activity settings.

READINESS (Kindergarten)

Students know and are able to do the following:

STANDARD 6: PHYSICAL ACTIVITY	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
6PA-R1. Interact positively with students in class regardless of personal differences (e.g., race, gender, disability).					
PO 1. Participate with peers without regard to personal differences (e.g., race, gender, and ability).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
6PA-R2. Demonstrate cooperation with others in group tasks.					
PO 1. Demonstrate willingness to participate in all group activities.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Explain how sharing with others can lead to positive feelings (acceptance, belonging to the group).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 6: PHYSICAL ACTIVITY	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
6PA-F1. Participate in multicultural physical activities.					
PO 1. Understand one's own cultural/ethnic roots.					
PO 2. Apply variations in activities and games enjoyed in classmates' homes and neighborhoods.					
6PA-F2. Explain the attributes that individuals with differences can bring to group activities.					
PO 1. Display consideration of others' abilities in physical activity settings.					
6PA-F3. Describe differences and similarities between the activities of a variety of national, cultural, and ethnic backgrounds.					
PO 1. Share an activity, dance, or game in which he/she has participated with family or friends.					

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STANDARD 7: PHYSICAL ACTIVITY

Students develop behavioral skills (self-management skills) essential to maintaining a physically active lifestyle.

READINESS (Kindergarten)

Students know and are able to do the following:

STANDARD 7: PHYSICAL ACTIVITY	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
7PA-R1. Engage in physical activities.					
PO 1. Explain that activity is good for one's health.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 2. Identify feelings that result from participation in physical activities.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11
PO 3. Participate in a variety of activities that require varying degrees of physical exertion (e.g., large group games, aerobic activities, and fine motor).		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 7: PHYSICAL ACTIVITY	Comments	Emergent	Supported	Functional	Independent
READINESS (Kindergarten)		See AST Score 1-3	See AST Score 4-6	See AST Score 7-10	See AST Score 11
7PA-R2. Try new movement activities and skills.					
PO 1. Participate in a wide variety of physical activities.		P B R 1 1 1 2 2 2 3 3 3	P B R 4 4 4 5 5 5 6 6 6	P B R 7 7 7 8 8 8 9 9 9 10 10 10	P B R 11 11 11

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STANDARD 7: PHYSICAL ACTIVITY	Comments	Emergent	Supported	Functional	Independent
FOUNDATIONS (Grades 1-3)		See AST Definition	See AST Definition	See AST Definition	See AST Definition
7PA-F1. Practice activities to increase skill and fitness competence (goal setting).					
PO 1. Select activities that are personally challenging and rewarding.					
PO 2. Explain how repeated practice will lead to skill and fitness success.					
PO 3. Explain how gained competence provides increased enjoyment in movement and fitness activities.					
7PA-F2. Associate results of fitness testing to personal health status and ability to perform various activities.					
PO 1. Associate results of fitness testing to personal health status and ability to perform various activities.					